4: Carawan & Carawan B,Z-5 (1959-1988) 1989
NN23 Sea Islanders NN23
South Carolina
Johns Island

Mrs. Janie Hunter

THEY WANT ME TO TALK ABOUT THE PAST

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I tell you, young people got a lot chance to think more in their age than I had to think in my days. 'Cause I couldn't think 'bout nothing but plant peas and corn in my days. But now these children got so much different thing to go through and learn, and they got nice schools. If they don't learn, it's nobody's fault but their own. Then I try to teach them these stories and different song and let them know what blues was like in my days coming up. My children like it. They sit down and they want me to talk about the past. They enjoy hearing it. I want them to know about it, so when I gone there be somebody to carry it on.

Mrs. Isabel Simmons

LIFE IS VERY DIFFERENT NOW

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The old times was hard, but we still need religion right now. Life is very different now.

There is so much television here now; you didn't had that. It don't make life easier for me; it make 'em hard 'cause people stay home more. Lot don't go to church and different thing because they stay for see story. In them time only story you would hear tell, you tell your own story. This time, you watch television for story.

And the children now, they watch the TV and they take the thing on the TV to do just what they doing now. They think what is on the TV is real. But them time there doesn't be that kind of killing and shooting and cutting up like what going on now. Once in a while you hear about somebody die, but don't never hear about nobody get killed.

Mrs. Alice Wine

EVERYBODY SITTING ON THEIR OWN STOOPS

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'Course that day, coming in 1919, all around like that, people was more friendly to one another. People come and sit with you and read the Bible. But these days you don't find anybody come visit. Everybody sitting on their own stoops. You don't find nobody to my house. When you're sick, people used to go around and have meeting for you and pray for you. Now the people who live in the house with the sick people got to come and ask somebody come pray for them. But before, people know you is sick. Not now. That's done pass.

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Mrs. Janie Hunter

WHAT I KNOW I TRY TO TEACH MY CHILDREN

When I come up, my parents sat us down on Sunday afternoon after church and taught us stories, and their life stories—how they came up. Some of my great-grandparents came up in slavery times, and all these stories and folktales that I tell are from way back in the history of slavery times.

And what I know I try to teach my children—my seven daughters and six sons, and ninety-five grandchildren, and twenty-four great-grands, so as the generations go on, it won't die out. I think the past is very important for them to understand. We don't know what the future will bring. So maybe the future will bring back the past. There's a lot of people on this island, older than I am, they know all about the past, but they feel so embarrassed to explain about it. They figure people are going to look down on them as nothing. But I always say, "I am just what I am." And what I want my children to know that when I'm gone, my children can teach their children.

So I have over thirty head of children come to my home on Sunday afternoons and I teach them different things that it's important for them to know. They rather hear stories and folktales. I think if all the mothers would teach what they know, they would keep their children out of trouble. They would have something to build upon. They'd have something to look forward to. But to just turn them loose and not let them know what to expect, that's why children be in so much shock when things happen to them. It's our parents' task to teach our children.

The songs tell stories too—the religious songs and the blues songs. Those songs gave us a feeling to go on. That's all we had to live by. We sang and the games we played. We didn't go to piccolo or none of that—there wasn't any of that in those times. We take a tub and washboard and make our own music. On Sunday evening my father's house was full up. We sing and shout and feel good about it. We had a good time. We didn't be sick. We didn't get in no trouble. Everybody loved one another. And we still love to sing. That is our talent God bless us with. We love to sing and we love people. We love to get along with everybody. We was brought up like that.

771 means of socialization. The sternness of the religious
861 behaviors of the Gullah people are metered down into their
182 discipline behavior. Among these people the 99.9% effort toward adherence to religious commandments as in child rearing just is not good enough. The only acceptable effort is all the way. This often reached quest for total committment in religious activities is the basis upon which the obedience of children are judged. This must be constantly in mind when interpreting the discipline behaviors of Gullah parents.

861 Gullah parents are constant observers of the behavior
(867) of children. The boundaries around what constitutes asocial behavior are clearly understood and learned early. The child in turn knows full well what behaviors will elicit which response by the parent. In accord with the religious teachings, the parent will not hesitate to punish disobedient behavior. Punishment though is not always or most frequently manifested in its physical form, but rather the form of discipline used will depend on any number of factors in the environment. The prime determinant being the overall behavior of the child. Gullah parents emphasized to this researcher that discipline must be tendered with mercy. "Billie ya ca'n trash dem all d time, ya gotta scol some an beat some." They felt total reliance on physical discipline in disregard to the overall behaviors and

593 rearing for longer periods each day. Women on the more
861 distant islands are less likely to be engaged in work out-
184 side the home. They also showed the tendency to be less
(179) tolerant than mothers on the near islands. This relation-
ship adds supports to the rationale that exposure to main-
land social patterns, and the daily duration of inter-
actions with children are key elements in the measured
differences in the discipline habits of women both across
generations and islands. It might also be added that the
work habits of the women on the nearer islands both in
terms of the nature of the labor and its consequence of a
higher income base also contributes to the differences.

592 However this is not the total explanation. It is also
184 important to consider that the more isolated Gullah families
859 place more emphasis on the assignment to children of chores
861 which were central to the operation of the family unit.
(867) These tasks rather than being assigned to provide the child
with a sense of responsibility are assigned on the assump-
tion that the child already has competent work habits.
Consider for the moment the child whose task is to draw
water, to cut wood and handle the chicken coop. If the
child neglects these chores there would indeed be serious
consequences. For this neglect would noticeably disturb
the operations of the household. Those households on the
more distant islands being supplied only with wood burning

11: Johnson H-4,5 (no date) 1930
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562 593 wrote, "but domestic freedom—the right just found, to have their own way in their families and rule their wives—that is an inestimable privilege! In slavery the woman 567 662 was far more important, and was in every way held higher than the man. Several speakers have been here who have advised the people to set the women in their proper place —never to tell them anything of their concerns, etc., etc.; and the notion of being bigger than women generally, is just now inflating the conceit of the males to an amazing degree. When women get the vote, too, no people will be more indignant than these, I suppose."[327]

567 855 The care of the children was divided between the mother and the plantation nurse, with the other children also doing their share of "minding child." When Captain Basil Hall visited a plantation near Charleston on his tour of the South in 1828 he found the mothers in the field at their work and "a sober old matron in charge of the three dozen shining urchins, collected together in a house near the center of the village. Over the fire hung a large pot [262] of hominy, a preparation of Indian corn, making ready for the little folks' supper, and a very merry, happy-looking party they seemed."[328] At all other times, the children [854] were in the mother's care. It was not an uncommon sight to see a woman going about her home work with an infant tied securely to her back.

567 593 861 867 Parents were severe in the discipline of their children, for they did not want their offspring to grow up to be "no-manners." They taught them to curtesy when approached by a white person and to hold out their hands to

[327] *Letters and Diary of Laura M. Towne*, p. 184.
[328] Hall, *Travels in North America*, II, 210; *supra*, pp. 97-98.

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shake; to keep silent in the presence of elders and otherwise to show respect for age. Some of the missionaries who arrived on St. Helena Island shortly after the opening of the Civil War were indignant at the harsh treatment the children received at the hands of their parents. "I don't suppose these children ever received a caress or a word of tenderness since they were infants," wrote Arthur Sumner. "The children are invariably spoken to in harsh and peremptory tones by all grown niggers, and are whipped unmercifully on the least offence. Yet they are very obedient to their parents, and certainly stand much more in awe of adult darkies than they do of us mild-eyed missionaries."[29] Miss Towne concluded that parents were not really harsh to their children, but that their rough way of ordering them about, threatening to "skin um 'live" and to "bro'k um back," merely sounded savage. All visitors to the Sea Islands, either as guests of the master before the War or as missionaries, agreed that the children, despite the rough treatment from their parents and despite the fact that they seemed to have no games,[30] were a happy, carefree lot. Sir Charles Lyell thought the Hopeton plantation children had "such bright, happy faces when three or four years old, and from that age to ten or twelve . . . such frank and confiding manners, as to be very engaging."[31] Yet all were horrified by the fact that their mothers permitted them to run about in summer completely nude, a practice which people of today, with their recent adoption of the sunbath theory, would be inclined to approve.

[29] Arthur Sumner Papers, St. Helena Island, July 9, 1863.
[30] *Letters from Port Royal*, p. 192n.
[31] Lyell, *Second Visit to the United States*, I, 263.